

## **English 3 CP American Literature**

### **Course Description:**

Students will read American literature from the early 17th century to the present covering various literary genres. Students will continue to improve their writing skills by completing a variety of writing assignments that include expository, narrative, persuasive, informational, and descriptive writing that demonstrates research, organization, and pre-writing and editing strategies. They will respond orally to the literature in all genres. They will increase their vocabulary development, analysis and reasoning skills. Students will give a year-end oral presentation that summarizes their work over the year.

### **Course Goals/Major Outcomes:**

Students will work towards mastering the California State English-Language Arts Content Standards. Student understanding of the standards will be measured by teachers, working collaboratively, to consider a multifaceted view of what constitutes a mature understanding of concepts. Students will demonstrate understanding by being able to:

- \*Explain; with supporting facts and data
- \*Interpret; by providing personal dimensions to ideas and events
- \*Apply; by effectively using and adopting what is known in diverse contexts
- \*Demonstrate perspective; by describing points of view of the big picture
- \*Empathize; by finding value in the odd, alien, or implausible
- \*Indicate self knowledge; by being aware of personal style and habit of mind

### **Course Outline:**

#### **I. Beginnings to 1800**

##### **A. Major Topics**

1. Historical setting (will be a topic throughout the entire course)
2. Native American voices.
3. Autobiographical accounts.
4. Oratory.
5. Aphorisms.
6. Parallelisms.

##### **B. Instructional Objectives: Students will be able to:**

1. Understand that the identity of our nation can be found in early oral and written traditions.
2. Understand the importance of the Native American oral traditions of myth, song, and chant.
3. Characterize Puritan and Cavalier traditions and the effects of their beliefs on America's earliest writers.
4. Understand the importance of political writing and speech.
5. Understand the "American Dream" motif as it recurs in American literature and its expression via the Declaration of Independence.
6. Define and use vocabulary words and literary terms relevant to the era.
7. Evaluate and respond to the literature of the period.

## II. American Romanticism and The American Renaissance 1800-1860

### A. Major Topics

1. The Early American Romanticists and the European influence.
2. Irving, Longfellow, Holmes.
3. Symbolism.
4. Development of American fiction.
5. Transcendentalism/Anti-Transcendentalism.
6. Emerson, Thoreau, Hawthorne, Melville, and Poe.

### B. Instructional Objectives: Students will be able to:

1. Describe the elements of Romanticism.
2. Identify the elements of a short story.
3. Identify speaker, mood, tone, and poetic devices.
4. Recognize symbolism.
5. Describe the elements of transcendentalism.
6. Paraphrase the ideas of Emerson and Thoreau.
7. Differentiate between the optimism of the transcendentalists and the darker vision of the transcendentalists.
8. Understand the uses of allegory and symbolism by Hawthorne and Melville.
9. Understand and use vocabulary words and literary terms relevant to the era.
10. Evaluate and respond to the literature of the period.

## III. The Rise of Realism: The Civil War and Postwar Period 1850-1900

### A. Major Topics

1. The development of Realism, Naturalism, and Regionalism.
2. The African American experience.
3. The experience of women searching for independent identity its influences on writing of this period.
4. The American Epic poem and the new American poets.
5. Walt Whitman and Emily Dickinson.

### B. Instructional objectives: Students will be able to:

1. Understand the impact of national conflict on literature.
2. Understand how social issues effect literature.
3. Identify free verse and how it reflects American ideals.
4. Understand the importance of Walt Whitman and his influence on American poetry.
5. Distinguish the individualistic nature of poets during this period.
6. Define and use vocabulary words and literary terms relevant to the era.
7. Evaluate and respond to the literature of the period.

## IV. The Moderns: 1900-1950

### A. Major Topics

1. World War and the effects on modern writers.
2. Irony and the ironic hero: Hemingway and O'Connor.

3. The changing American dream: Fitzgerald.
4. The development of Narrative style and stream-of-consciousness: Faulkner.
5. The Harlem Renaissance.
6. New Poetry: symbolism and imagism: Pound, Millay, Cummings, Frost.

B. Instructional Objectives: Students will be able to:

1. Determine the main characters, central conflict, and the most emphasized elements of a story.
2. Identify the literary devices of foreshadowing, flashback, stream of consciousness.
3. Recognize the difference between the literal and metaphorical aspects of a poem.
4. Categorize poems into sonnets, blank verse, free verse, etc.
5. Define and use vocabulary words and literary terms relevant to the era.
6. Evaluate and respond to the literature of the period.

V. Contemporary Writers and American Drama

A. Major Topics

1. Modern drama: stage and film.
2. Influences on Post-Modern writers.

B. Instructional Objectives: Students will be able to:

1. Distinguish and characterize the major movements of this period.
2. Define and use vocabulary words and literary terms relevant to the era.
3. Evaluate and respond to the literature of the period.

VI. Grammar, Usage and Vocabulary

In conjunction with literature analysis, grammar and vocabulary will be taught.

Emphasis will be on sentence and paragraph development, capitalization, punctuation and spelling.

**\*\*Key Assignments:**

In addition to text chapter readings and assignments, students will keep a reader response journal wherein students will summarize, respond, reflect, and interpret the assigned literature. Sample pages will be turned in on a regular basis. Students will also complete the following assignments. These assignments will become a part of the students monthly work documentation.

Directions

- All written assignments are to be typed or legibly written in ink.
- An essay will be completed following each assigned reading.
- Each student will do a first draft followed by consultation and grading by the teacher.
- The student will then edit the essay and submit a second draft. The second draft may be the final submission or it may need additional editing. This

process is to continue until the student and teacher are satisfied that the essay is worthy of submission for evaluation.

- The final essay, together with all drafts, will be submitted and the final essay will be graded. The teacher or a colleague of the teacher will complete the assessment. The evaluator will consider spelling, grammar, vocabulary, depth of understanding, insight, and other qualities of good writing. School approved guidelines for grading, commonly called rubrics, will be followed by the teachers in the grading of student writing assignments.

1. The student will read two teacher-assigned short stories. Upon completion of the readings the student will discuss the stories with the teacher, and/or parent educator, and, if appropriate, with other students, in preparation for the writing of an essay. Then each student will write an essay, following the directions above, which describes the major theme of each story, and an analysis of how the stories were similar and how they were different. The essay should also reflect on how the era from which the author writes influences the writing. The final essay is to be 600 to 1000 words in length.

Stories will be selected from the following reading list:

Shirley Jackson, "The Lottery."  
William Faulkner, "Barn Burning."  
William Faulkner, "A Rose for Emily."  
Kate Chopin, "A Pair of Silk Stockings."  
Ernest Hemingway, "Snows of Kilimanjaro."  
Flannery O'Connor, "Confession."  
Nathaniel Hawthorne, "Young Goodman Brown."  
John Updike, "Son."

In Addition, the student will chose one of the stories above (it may be one of the two already selected) and will write a 500 word essay, in narrative format, summarizing the students personal reaction to the story, whether the story was liked or disliked, and why OR, the student will write a short story of 500-1000 words.

2. The student will read a novel. The student will engage in a discussion about the novel with the teacher, and/or parent educator, and, if appropriate, with other students. The discussion will summarize, analyze, and describe the main characters and elements of the story. Upon completion of the reading assignment and discussion, each student will write a 700 to 1000-word essay, following the directions above, that identifies and describes the major characters, describes the plot, explains why the student liked or disliked the story, and analyzes important themes in the book and how those themes are influenced by the period in which the writer lived and wrote.

Novels will be selected from the following list:

Amy Tan, "The Joy Luck Club."  
J.D. Salinger, "The Catcher in the Rye."  
F. Scott Fitzgerald, "The Great Gatsby."  
Nathaniel Hawthorne, "The Scarlet Letter."  
John Steinbeck, "The Grapes of Wrath."  
Kate Chopin, "The Awakening."  
Stephen Crane, "The Red Badge of Courage."  
Edith Wharton, "Ethan Frome."

3. The student will read a biography or autobiography. As in previous assignments, the student will engage in a discussion about the assignment. The discussion will consider the setting in which the subject lived, the obstacles overcome, and the merits of the subject's accomplishments. Upon completion of the reading assignment and discussion, each student will write a 700 to 1000-word essay, following the directions above, that persuades the evaluator that the person who is the subject of the reading is either worthy or not worthy of the respect usually given to the subject of a biography.

Students will select from the following list:

Jeanette Eaton, "Ghandi: Fighter Without a Sword."  
Merrill D. Beal, "I Will Fight No More Forever: Chief Joseph and the Nez Perce War."  
Malcolm X, "Autobiography of Malcolm X."  
Maya Angelou, "I know Why the Caged Bird Sings."  
Ben Franklin, "Benjamin Franklin; The Autobiography."

4. The student will read a play. Discussions, as described in the above assignments, will take place regarding the reading. The discussion will include the writing style of the author, in contrast to the style found in short stories, novels, and biographies. Upon completion of the reading of the play, each student will write a 700 to 1000 word essay, following the directions above, that demonstrates an understanding of literal and figurative language as used in the play. In addition the student will describe the vocabulary and tone used in the play to address the audience for whom the play was originally intended and how it reflects the social and political structures of the time.

Students will select from the following:

Lorraine Hansberry, "Raisin in the Sun."  
Arthur Miller, "Death of a Salesman."  
August Wilson, "Fences."  
Thornton Wilder, "Our Town."

5. The student will select one American author and research the life and times of that author. In doing the research, three sources must be used and referenced. The student will write and then present orally an "autobiographical" account of the author's life: i.e.; speaking from the author's voice. The presentation should be at least 10 minutes long.

The presentation should discuss important personal and social events that effected the author's life and how they influenced the author's writing.

6. The student will read poems from a variety of American literature eras. Students should be prepared to discuss concepts, such as comparing poems in verse to free-style poetry, contrasting poetry to music, and the commonality of the introduction-body-conclusion structure. Following the directions listed above, students are to write an essay of 700 to 1000 words that compares and contrasts the styles, historical settings, and variety of purpose of the poems selected and how they are reflective of the style of the period in which they were written.

Suggested readings include:

Edgar Allan Poe, "The Raven"

Gerard Manley Hopkins, "Pied Beauty"

Federico Garcia Lorca, "Half Moon"

Cole Porter, "My Heart Belongs to Dad"

Walt Whitman, "I Hear America Singing"

Langston Hughes, "I, To"

Carl Sandburg, "Chicago"

Tennessee Williams, "The Glass Menagerie"

7. Each Student will read a work of nonfiction. The student will engage in a discussion about the writing. The discussion will summarize and analyze the information that is provided. In the study of the work of nonfiction the student will be critical about the accuracy, currency, scope, style, originality, and author's ability to convince the reader. Upon completion of the reading assignment and discussion, each student will write a 700 to 1000-word essay, following the directions above. The essay should address some or all of the criteria mentioned in this paragraph and explain how it is relevant to the era in which it was written and why the author wrote the piece.

Students will select from the following list:

Al Santoli, "Everything We Had; An Oral History of the Vietnam War."

Patrick Henry, "Speech to the Virginia Convention."

Robert M. Prisig, "Zen and the Art of Motorcycle Maintenance: An Inquiry into Values"

Richard Wright, "White Man, Listen!"

Gloria Steinem, "Outrageous Acts and Everyday Rebellions"

Frederick Douglas, "Slave Narratives"

N. Scott Momaday, "The Way to Rainy Mountain"

8. In the last month of the year students will prepare a portfolio of their work and an outline for an oral presentation. This outline will be turned in before the presentation. The student will present their year-end summary and portfolio orally. The presentation should be 15 minutes in length and followed by a question and answer period. In

addition, the student will prepare a self-evaluation that describes what has been learned and how this will be helpful in the future. The student will also provide a reading list of various genres that he or she intends to read over the summer.

**Text and Supplemental Instructional Materials:**

Suggested materials include:

Elements of Literature, 5<sup>th</sup> course, 2003 edition: Holt, Rinehart, and Winston

The Language of Literature: American Literature, McDougal-Littrell

Timeless Voices, Times Themes, The American Experience, Prentice Hall

Norton's Anthology of American Literature

Writing About Literature by Edgar Roberts, Prentice Hall

Vocabulary from Classical Roots by Norma Fifer and Nancy Flowers

Elements of Language, 5<sup>th</sup> course, Holt, Rinehart, and Winston

**Instructional Methods and/or Strategies:**

Students will be expected to develop and present work samples described under the key assignments section as well as those required in the textbook/curriculum. Students will work independently through the text as a primary resource. In order to support this process teachers will provide each student:

- \*Opportunities to discuss and define complex issues orally or via email
- \*Modeling of activities and expected outcomes
- \*A variety of print and non-print resources
- \*Modeling of study strategies appropriate for different learning styles
- \*Discussions around points of view
- \*Opportunities to summarize, analyze, compare/contrast, describe, classify, and persuade
- \*Opportunities for practice in preparation for presentations

**Assessment Methods and/or Tools:**

A variety of assessment tools will be used. Written work, as described above, will be corrected in collaboration between the student, teacher, and parent. Final papers will be graded by the teacher. Assessment tools include but are not limited to:

- \*Standardized tests, including STAR
- \*Criterion based tests

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- \*Portfolio assessments
- \*Student Journals
- \*Teacher observation
- \*Performance assessments using cameras and recorders
- \*Student self-evaluation
- \*Surveys and questionnaires
- \*Written work, quizzes, and final exams must be completed at 75% accuracy rate to receive credit